NEWFOUNDLAND AND LABRADOR TEACHERS' ASSOCIATION

THE bulletin

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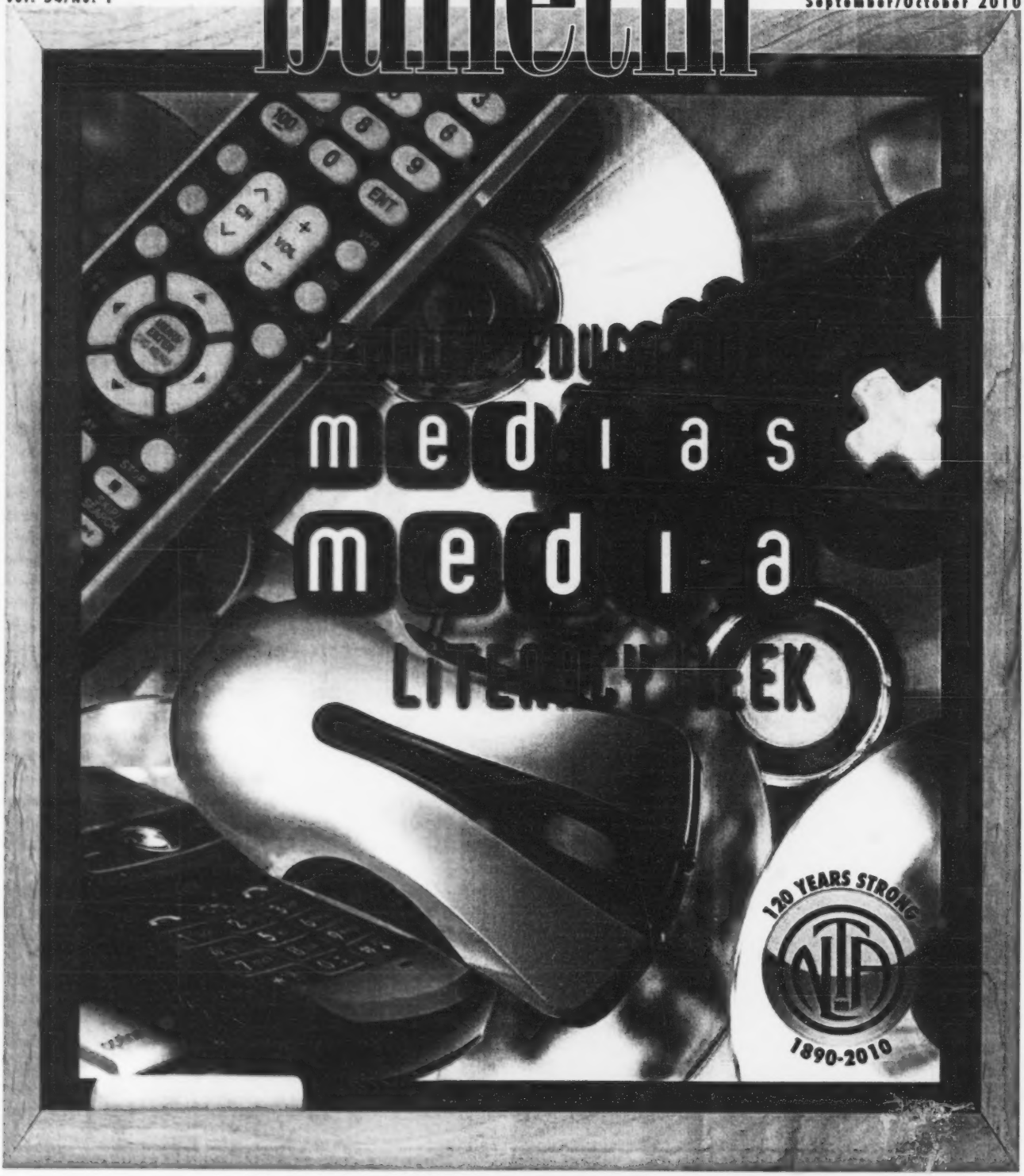
September/October 2010



Up Front from the President

What happened to the "hazy, lazy days of summer"? Now that we are all settling into the routine of the new school year many of us are saying, "Where did the summer vanish?" Time goes so quickly (as we can all attest) so we must capture each moment and ensure that we make the most of each and every day. It may sound trivial but every day is a gift.

The beginning of a school year is always exciting, exhausting, exuberant and eventful. As much as we cherish and need the unstructured time of summer to rejuvenate ourselves, many of us long for the routine and stability that beginning a new school year brings back to our lives. As you start to make your plans for the next ten months, make sure that you spend some time thinking about yourself. There is more and more evidence suggesting that in order for any individual to look after someone else they must first ensure that they look after themselves. Being a teacher is very demanding work and the students that you care for are challenging and exciting, but you need to be in the best physical and emotional health possible to be able to nurture, embrace and encourage them for another successful year. Just as you develop plans and goals for your students and your professional growth, take stock of what plans and goals you have made for yourself to ensure that you remain healthy, happy and strong in this ever changing profession.

As most of you know, one of my goals last year was to run in the St. John's "Tely 10" race on July 25th. I wanted to run in a race with my son. Much to my chagrin, a month before the race he informed me that due to a variety of reasons he would not be entering the race. At first I was devastated as running with him was one of the main reasons for training. However, I did pull out the "mom" card and after a lot of pleading I was hoping that he would reconsider. I decided to run the race with or without him since it was my goal to complete the Tely 10. However, on the day that I went to pick up my race kit he relented and I was smiling from ear to ear as I paid for his registration and picked up both our race day kits.

The morning of the race I was petrified. Everyone had to take a bus to the start of the race in Paradise. As the bus ride went on and on I started to doubt my ability and sanity. My son was trying hard to reassure me that I could do the race and I had trained hard, but all I could focus on was that I had to run back to where the bus started.

As I took my place in line to start the race I was excited but absolutely terrified. I have to confess that by making my goal public, the anticipation of not reaching the finish line and disappointing myself and others was overwhelming. But I can say that the motivation to keep running came from my commitment in achieving my goal and the accomplishment of reaching the finish line. My mantra for the race was to finish so I could write about it in this *Up Front*. I did finish the race in a respectable time of 1:36 minutes and not so exhausted that I was totally out of it. I felt very proud as I rounded the corner to the finish line and saw my son cheering me on and taking my picture. He finished with a time of 59:19. My memories will last forever.

Colin Fewer, a teacher at Mary Queen of Peace, won the race in a time of 49:48. A fabulous time and congratulations to him on an outstanding performance.

I set this goal for myself for a variety of reasons, but in the end, achieving the goal gave me more confidence and strength than I had ever anticipated. My next goal – maybe to run a half marathon – although I have not fully decided. Setting goals gives us something to strive for and when you have a purpose you are more likely to make the commitment to reach that goal. Try setting a few goals no matter how big or small and see how you do. Telling someone what you hope to accomplish will keep you focused. All of you certainly kept me focused and I surely did not want to disappoint, thank you.

The students of Newfoundland and Labrador have a first rate education due to the dedication, commitment and professionalism of the teachers in the schools and classrooms of this province. Be proud of your chosen profession and be extremely pleased with your abilities to enhance the lives of your students by inspiring in them a love of learning. As teachers you nurture your students to be the very best they can be. The evidence of this is shown daily in our schools, community and province as the fruits of your labour prosper and become the next generation of citizens.

To the Provincial Executive, to the many branch presidents, school representatives, special interest councils, Provincial Executive committee members and the NLTA staff, thank you for your work on behalf of the teachers of Newfoundland and Labrador. It is through your continued contributions that the NLTA can function effectively.

As you embark on a new school year, I know that the students of this province are very fortunate to have such highly qualified, dedicated, compassionate and enthusiastic teachers to guide their education. I thank you many times over for your continued support of the students of this province.

Lily B.

the bulletin

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MEMORIAL UNIVERSITY

Faculty of Education
Special Education Courses
Winter Semester 2011

Interested in finishing your Bachelor of Special Education?

Offered by distance:
Education 3040, 3630, 3640

Offered evenings at the St. John's campus:
Education 3650, 3660, 3941, 4515, 4530,4540

Questions? Please contact the
Office of Undergraduate Student Services, Faculty of Education
Email: muneduc@mun.ca www.mun.ca/educ

PROVINCIAL/NATIONAL/INTERNATIONAL

NEWS

NEWFOUNDLAND & LABRADOR

NLTA Scholarship Awarded

Brittany Dawson

Brittany Dawson of Bay Roberts has been named the 2009-10 recipient of the Newfoundland and Labrador Teachers' Association Scholarship.

Brittany graduated from Memorial University in May 2010 with a B.Ed. (Primary/Elementary). Since graduating from Memorial, she has been working as a substitute teacher. She has recently been accepted into the Special Education Faculty at Memorial and is currently attending classes for the fall 2010 semester.

Brittany says she has always wanted to be a teacher and has known for a long time that this was the career path for her. "My time spent at Memorial University has been very enjoyable and educational. I am truly happy with the profession I have chosen for myself and know that it will bring me a lifetime of accomplishments and pleasure," says Brittany. "The joyous feelings of knowing that I have touched the lives of children are indescribable and I look forward to teaching and helping many children throughout my career."

The NLTA Scholarship is awarded annually on the basis of academic excellence and character to a senior student enrolled in the Faculty of Education. The scholarship, valued at $300, is awarded by the MUN Senate Committee on Scholarships, acting on the recommendation of the Dean of Education.

NLTA Medal winner announced

Matthew Worthman

Matthew Worthman of Heart's Delight has been awarded the Newfoundland and Labrador Teachers' Association Medal for the 2010 Spring Convocation at Memorial University.

Matthew graduated from Memorial with a B.Ed. in Primary/Elementary Education. While at Memorial, he was very involved with the university and with the Faculty of Education. Matthew maintained an excellent academic record and was named to the Dean's List for 2008-09. He was President of the Education Society for Primary/Elementary for 2009-10 and has also been an Orientation Group Leader, has been involved with the Student Ambassador Program, the LEAP! Program and was a Volunteer Assistant at the Student Volunteer Bureau.

Matthew has demonstrated fine teaching and conducting skills in the classroom receiving a glowing review from both his supervisor and cooperating teacher on his internship placement at Macpherson Elementary in St. John's. He is currently substituting in the Avalon West region of the Eastern School District and plans to further his education with a Masters Degree sometime in the future.

The NLTA Medal is awarded annually to an Education student who, during his/her academic career, has made an outstanding contribution to the Faculty of Education and to the University. The recipient must be a graduating student and have a consistently good academic record in the professional courses required for the degree. The award is made by Memorial University on the recommendation of the Dean of Education.

CEC Outstanding Achievement Award 2010 call for nominations

The Newfoundland and Labrador Council for Exceptional Children promotes excellence in educational and community services for children with special needs and their families. In keeping with this goal, they are pleased to call for nominations for the annual Outstanding Achievement Award. This award is designed to acknowledge "outstanding contribution to the well-being of exceptional children and youth; innovation of teaching strategies; dedication to the integration of exceptional children; dedication to the creation of positive learning environments; and an ability to inspire students and co-workers". The award is designed to acknowledge the caliber of excellence for which our province is strongly recognized. Nominees must have completed 20 years experience in the field of Special Education.

Individuals who are interested in nominating a local educator/practitioner are asked to contact Dr. David

Philpott, CEC Awards Committee Chair (philpott@mun.ca), to obtain details and nomination forms. Nomination must be submitted by December 10, 2010.

MUN Botanical Garden brings the world of plants to your classroom

MUN Botanical Garden is pleased to announce two programs for your students. Participation in these programs will give your class a chance to shed light on biodiversity and play a role in global conservation efforts.

PlantWatch Resource Kits Now Available!
PlantWatch Resource kits are now available from MUN Botanical Garden for teachers and students across Newfoundland and Labrador. Each kit includes information about the national PlantWatch program, lesson plans and activities to enhance the learning experience, plant identification cards and a classroom poster. While the PlantWatch program has its basis in the sciences, connections have also been made with Social Studies, Language Arts, Math, Technology and Art curricula. If you would like to participate in the program and receive a class kit please contact Madonna Bishop, PlantWatch Newfoundland and Labrador coordinator at the MUN Botanical Garden, Tel: 709-864-3328 or mbishop@mun.ca.

International Year of Biodiversity Art Show
In recognition of the International Year of Biodiversity, MUN Botanical Garden would like to present a 'Biodiversity in our Backyard' art show made possible with support from Environment Canada's EcoAction Program. Biodiversity is vital to the health of our environment and greatly impacts us all.

Students from grades K-12 are invited to submit a piece of art representing biodiversity in our province accompanied by a short paragraph describing what biodiversity means to them. These pieces will be exhibited as part of the non-competitive Annual Garden and Nature Exhibition at the MUN Botanical Garden from November 5-26, 2010 with an opening reception being held on the evening of November 4, 2010.

If you have a student or a group of students who may be interested in entering a piece in the show, please contact Madonna Bishop at the MUN Botanical Garden, Tel: 709-864-3328 or mbishop@mun.ca by October 31, 2010 for further details. Please note that space is limited.

PROJECT OVERSEAS 2011
Teachers Teaching Teachers

Volunteer for Project Overseas with the Canadian Teachers' Federation!

Would you like to assist teachers in a developing country?
Are you interested in learning more about global education issues?
Can you see yourself volunteering in Africa, Asia, or the Caribbean?

CTF needs English and French-speaking Canadian teachers at the primary, elementary, and secondary levels who are interested in volunteering to offer in-services in a wide-range of subjects in countries throughout Africa, Asia, and the Caribbean.

Each year about 50 Canadian teachers are chosen to volunteer on CTF's Project Overseas. On PO, Canadian teachers give their time and talent to offer professional development in-service programs in partnership with teacher organizations in developing countries. Based on requests from CTF's partners overseas, teams of Canadian teachers are formed in January and in-service projects take place in July and August.

Application criteria include:
- be a member of a provincial or territorial teacher organization that supports PO
- hold a valid teachers' certificate
- have completed at least five years of teaching in Canada by July 2011
- be a Canadian citizen
- be in excellent health and able to work in developing country conditions (a doctor's letter is required)
- show evidence of flexibility, mature judgment, and a strong willingness to put the team and project needs above personal needs
- hold a Canadian passport valid until at least **December 2011**, at the time of application (proof that a passport application has been made will be accepted)

PO is a volunteer experience. Administrative, travel, and living expenses are borne by CTF, provincial and territorial teachers' organizations (which are CTF members), and CIDA. No salaries or honoraria are paid to participants in PO and the sponsors do not cover costs associated with substitute teachers or release time.

TO APPLY:
Further information and application forms are available from:
Newfoundland and Labrador Teachers' Association
3 Kenmount Road, St. John's, NL A1B 1W1
Tel: 726-3223 or 1-800-563-3599
Fax: 726-4302 or 1-877-711-6582

Deadline for applications:
November 5, 2010

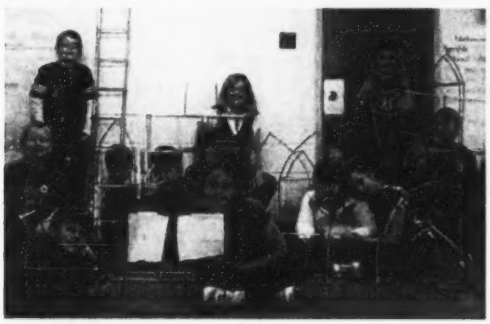
INTERNATIONAL PROGRAMS
Together We Make a Difference!

LOURDES

Students at Lourdes Elementary create beautiful structures

Last spring, the Grade 3 class of Lourdes Elementary School became very interested and involved in the Science Unit "Build it up". This is a very hands-on unit, where students are given the opportunity to experiment with materials and see what it takes to create the strongest, most durable structures. One student brought in pictures that a family member had taken of structures from all over the world.

"Seeing pictures of these structures and how different each one is sparked some very creative ideas," said Shirley Snook, Principal of Lourdes Elementary. Students were given time in Science class to think up and draw a structure that they liked. They used manipulatives consisting of sticks and jacks to create these designs. They were given a Science period to build these structures and to make any changes they wanted. Each student designed a unique structure. As a class, a picture was taken of each student's structure and displayed to demonstrate the hard work they put into this project.



Lourdes Elementary teacher, Nadine O'Reilly, and her students proudly display the structures they created during their "Build it up" Science Unit.

GERALD CRANLEY BUDDEN, MAY 28,1929 - APRIL 13, 2010

Cranley Budden grew up in Sop's Arm, White Bay, the youngest of seven children. After a brief time teaching in Little Brehat and Hampden he returned to his home where he married Marie Kearley, settled and raised a family of five.

Not only was Cranley a teacher in the community, but he also carried out the roles of Preacher, Undertaker, Merchant, Tax Guide, and Justice of the Peace. Cranley had little interest in organized sports (apart from darts), but he did enjoy his times of moose hunting, rabbit snaring and for a few summers, became an avid salmon fisherman. He served as a board member with Bethel United Church, White Bay South Development Association and Main River Retirement Home. He had a keen interest in politics, but restricted his role in that area to the local scene. After many summers at Memorial University he succeeded in achieving his BA/B.Ed. degree in 1974.

Cranley and Marie offered their hospitality and their home to many who came to Sop's Arm as a home away from home – student ministers with the United Church, young teachers beginning their careers, and one summer to three Japanese businessmen in the fishing business.

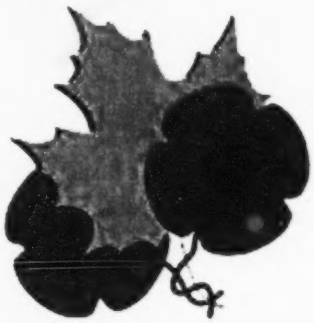
Throughout his years in Sop's Arm Cranley impacted many lives. He inspired many to attempt great things and achieve great things. He saw potential in the students he taught and was very proud of their accomplishments. His piano accordion and organ playing skills often ensured a special invitation to many funerals and when his services were needed in the Anglican churches of Sop's Arm and Pollard's Point, he was pleased to accommodate. Cranley will be missed by all who knew him as family, friend or colleague.

(Submitted by Owen Budden)

Free Learning Resources from Veterans Affairs Canada

Veterans Affairs Canada (VAC) offers educators a wide selection of free, bilingual learning resources about Remembrance and our country's military history. Teachers can order many of our materials using our on-line ordering system or access electronic versions using the **www.vac-acc.gc.ca/remembers/** web site.

New Veterans Affairs Canada Web Features



VAC has launched new Web features over the past year on various topics such as:

- the 100th anniversary of the Canadian Navy;
- the 65th anniversary of the Liberation of the Netherlands;
- the efforts of francophone Canadians during the Second World War;
- Aboriginal Veterans; and
- the work of the Last Post Fund; and much more.

Check out our ***Anniversaries and Features*** section today for a complete listing!

Veterans' Week Materials

Each year, VAC distributes more than a million copies of our two Veterans' Week youth newspapers across Canada. These bilingual colour newspapers come in class sets of 30, ideal for use in a classroom or school library.

Tales of Animals in War (ages 5 to 11) – introduces concepts of remembrance using the Remembrance Clubhouse animal characters. This year, they embark on an exciting cross-Canada road trip. The fun new 'Which Way to Remembrance?' game can also be found inside.

The Canada Remembers Times (ages 12 to 18) – explores interesting chapters from Canada's military heritage, from the South African War to today, including stories about the end of the Second World War, the Canadian Navy and more.

Postcards for Peace – a popular learning activity that allows youth to send postcards expressing their personal thanks to Veterans or Canadian Forces members.

An on-line educator's guide for these products, as well as colourful Veterans' Week posters and bookmarks are also available. To request our free materials, use our on-line Veterans' Week ordering system. **Order by the second week of October** to receive them prior to November 5.

New Learning Modules

Two new Second World War online learning modules "Canada Remembers The Liberation of the Netherlands" and "Canada Remembers Canadians in South East Asia" are now available. They contain multiple lesson plans, several learning activities for the classroom, as well as information handouts and colourful maps. Additional learning modules will be available over the coming year on key battles that Canada was involved in during the First World War.

Multimedia Learning Kits

VAC is updating its multimedia learning kits on Canada's participation in the First and Second World Wars and the Korean War. The new kits which will be available next year will be bilingual and available on a multi disc format. The same comprehensive high quality teacher's guide, posters and audio visual resources will still be available, in addition to a host of new materials. The new First World War kit was released in June and contains two discs, a data disc and a video disc, and is packaged in an attractive, compact, easy to carry and easy to store DVD case.

Veterans' Week | La Semaine des anciens combattants

Canada

www.vac-acc.gc.ca

There's No "Easy Button"

by EDWARD HANCOCK

Welcome back to all our members to a new school year and to the first edition of *The Bulletin* for 2010-11. As you read this, you are already several weeks into the new school year and the past summer probably feels like a distant dream.

Looking back on the summer, I have never come to accept the appearance of "back to school" ads in early August. (I have the same aversion to Christmas advertising in October.) I know that the business of retail sales has to operate but, from the viewpoint of a teacher, I feel that there is something vaguely sadistic about subjecting students (and teachers) to constant reminders halfway through the summer asserting that it's time to start thinking about the new school year already.

And what about those particular ads that have stolen a line from a popular Christmas song and show smiling parents dragging frowning children off to get school supplies while "It's the Most Wonderful Time of the Year" floats musically from the background. These ads usually end with a parent, surrounded by all these back-to-school demands, simply hitting a big red "easy button" and all is resolved. While it is a catchy concept, we all know that the real world doesn't work like that. This is certainly true in education where there definitely is no "easy button" (and, indeed, few if any shortcuts) and where meeting the wide spectrum of needs of diverse learners in inclusive classrooms can only be accomplished by hard work, skill and ingenuity on the part of all teachers. To the outsider, it may seem like many of you have found the "easy button" with the way you sometimes make it seem almost effortless while meeting the challenges of the classroom. But we all know that these positive classroom experiences for our students only come with hours of behind-the-scenes work in organization, preparation, evaluation and the myriad other tasks of teachers. Hats off to all of you as you carry out the critical tasks of education throughout this school year!

In mid-September, President Lily Cole and I had the privilege of attending a major conference organized and sponsored by the Ontario government and Ministry of Education: "Building Blocks for Education: Whole System Reform". The conference examined elements of successful schools in five countries and what is needed to build the best possible education system. One obvious conclusion that permeated all discussions was that the teacher is the key element; it is what you do in your classrooms that makes the difference in education. Therefore, in order to be successful, initiatives to improve education must focus on what happens in the classroom. Ontario Premier Dalton McGuinty, who was elected on a platform of positive change for education, stated in his welcome message at the conference, "I firmly believe that there is no more challenging, no more noble, and no more important calling than educating a child."

The US Secretary of Education, Arne Duncan, also spoke at the conference concerning education reform in the United States. While there is much we can criticize in the education reforms of the current U.S. government, Duncan's presentation did include much positive commentary on the importance of the teacher in the classroom. In response to one question from the audience, he stated that "the magic in education is the interaction that occurs between the teacher and the student in the classroom every day."

This November will mark the 120th anniversary of the Association's founding in 1890. As we work together throughout this year, we will continue our focus on our members and their classrooms and the importance of providing every possible support and resource to that focal point for education. Just as there is no "easy button" to help meet the challenges in your schools and classrooms, there is also no "easy button" for the many issues that your Association confronts as it works to best represent the interests of teachers and to promote the cause of education in the province. But we will continue to work to find the best solutions. Best wishes to all of you as you get settled into another school year. Your Association will do everything in its power to assist and support you along the way. Have a great year.

Edward Hancock is Executive Director of the NLTA.

Imagineaction is a CTF program designed to facilitate teacher-student-community interaction in social action.

UNESCO describes the role of education for sustainable development (ESD) as helping people "develop the attitudes, skills, and knowledge to make informed decisions for the benefit of themselves and others, now and for the future, and to act upon those decisions.

This is the very core of the Imagineaction movement.

Imagineaction builds on the successful Green Street program by enhancing the strictly environmental focus to include a focus on six themes: Connect (relationships); Engage (participatory citizenship); Thrive (Health and Wellness); Lead (Leadership); Live (environmental sustainability); and Care (poverty).

Each of these themes is intertwined in a program geared to facilitate action after teachers and students have engaged in a critical thinking exercise about the issue that they want to take on.

Imagineaction will assist teachers in four ways. A series of web-based professional resources are available to assist teachers in the initiation of social action projects tied to both curricular and co-curricular activities.

Teachers may also apply for funding subsidies to assist them in initiating their projects. Project teams will also have access to an electronic showcase of projects to enable them to tell others of the good work being accomplished and to let them search for new and innovative ideas related to sustainable development.

Finally, teachers and their students will have access to a database of community experts related to each of the Imagineaction themes.

These resources, available to teachers and students on a trusted platform, will provide a key piece in any provincial or territorial strategy for the promotion and support of ESD in the school system.

For more information: www.imagine-action.ca.

NLTA Group Insurance Program Expanding

NEW Critical Illness Insurance Benefits

by PERRY DOWNEY

Effective **January 1, 2011**, ALL teachers in the province who are "actively at work"* on that date will be automatically enrolled in a new $10,000 Basic Critical Illness Insurance Benefit.

In addition, all teachers, i.e., active, retired, substitute teachers, and spouses of teachers will be eligible to apply for up to $50,000 of additional coverage under a new Voluntary Critical Illness Insurance Benefit, without requiring a "Statement of Health".

PREMIUM RATE PER PAYDAY FOR $10,000 BASIC CRITICAL ILLNESS BENEFIT: $1.96

(**Note:** Premiums for the $10,000 Basic Critical Illness Benefit will begin as of the first pay period in December 2010.)

*(**Note:** A teacher who is "actively at work" is defined as a teacher who is physically at work on January 1, 2011. Any teacher who is on an "approved leave of absence" from their permanent position on January 1st, including sick leave, will be automatically enrolled in the $10,000 Basic Critical Illness Insurance Benefit once he/she returns from leave and commences employment with his/her school board.)

What is Critical Illness Insurance?

Critical Illness Insurance is a "living insurance benefit" that is paid to an insured member when the member is medically diagnosed with a covered critical illness or injury. The major difference between a Life Insurance policy and a Critical Illness Insurance Benefit is you receive the benefit while you're still living. Critical Illness Insurance policies pay a "lump-sum" benefit to a member who is medically diagnosed with a covered critical illness or injury.

During this past insurance year, the NLTA Group Insurance Trustees, with the assistance of the Group Insurance Plan Administrator, Johnson Inc., have been busy investigating the benefits associated with Critical Illness. After considerable research and discussion, Trustees, with the assistance of Johnson officials, developed a set of specifications for a critical illness benefit for teachers and forwarded the specifications to a number of insurance carriers throughout Canada to gauge whether or not the premium levels and benefits associated with a Critical Illness Insurance policy would be a viable enhancement to the already existing NLTA Group Insurance Program.

During its May 2010 meeting, Trustees reviewed the information and the premium rates received and agreed that a new Critical Illness Insurance Benefit would indeed complement the already existing group insurance policies and thus have agreed to introduce a new $10,000 Basic Critical Illness Insurance Benefit and a new Voluntary Critical Illness Insurance Benefit, effective January 1, 2011. This new benefit covers 29 critical illnesses /injuries as recognized under the policy.

Opting Out Provision

Active teachers who do not wish to be automatically enrolled in the $10,000 Basic Critical Illness (CI) Benefit will have the option of "opting out" of the coverage, but MUST notify Johnson Inc., on or before October 29, 2010. Any teacher who opts out of the Basic CI Benefit and later wishes to become insured under this benefit will have to apply for coverage and their application and medical history will be assessed by the insurance carrier to determine their eligibility.

Voluntary Critical Illness Insurance Benefit

All active, retired, and substitute teachers, and spouses of teachers, can also apply for a Voluntary Critical Illness Insurance Benefit. Active teachers must be a member of the Basic CI Benefit in order for them, or their spouse, to apply for the Voluntary CI Benefit.

Spouses of retired or substitute teachers can only apply for the Voluntary Critical Illness Benefit if the retired or substitute teacher is a member of the NLTA Group Insurance Program.

Anyone wishing to receive Voluntary Critical Illness coverage beyond $50,000 will be required to complete and submit a "Statement of Health" application for review and approval. Applications for the Voluntary CI coverage are available by contacting the Plan Administrator, Johnson Inc. at 1-800-563-1528 or on the NLTA website at www.nlta.nl.ca/forms#form_v. Completed application forms must be forwarded to Johnson Inc. Voluntary Critical Illness Insurance premium rates are based on age, gender, and smoker/non-smoker status. The monthly premiums range from $1.29 per $10,000 of coverage for a male, non-smoker under the age of 34, to $36.13 per $10,000 of coverage for a male, smoker between the age of 60 and 64 years old. Monthly premium rates are available by contacting Johnson Inc.

Additional Dependent Child Benefit

An additional $5,000 Dependent Child Benefit is also available for all eligible Dependent Children under age 21 or under age 25, if in full-time attendance at an accredited educational institution. **The cost of this coverage is an additional $1.19/pay period ($2.38 per month). Note:** Only members who are enrolled in the Voluntary Critical Illness Insurance Benefit are eligible to avail of this additional coverage.

New Teachers

All new teachers who are employed in the province in the future will be automatically enrolled in the Basic Critical Illness Insurance Benefit and will be eligible to apply for the Voluntary Critical Illness Insurance Benefit.

Pre-Existing Conditions Limitations Clause

Because enrolment in the $10,000 Basic Critical Illness Benefit is automatic and because a member is not required to complete a "Statement of Health" application for the Voluntary Critical Illness Insurance Benefit up to $50,000, it is important to note that both the Basic and Voluntary CI benefits have a Pre-Existing Conditions Limitations Clause. This limitation clause states that:

"No benefit is payable for an illness or pre-existing condition for which the participant has received care, treatment or services, consulted a physician or taken medication that was prescribed to him/her, in the 24 months prior to the effective date of coverage, unless the illness in question was diagnosed at least 24 months after the effective date of the insurance of the participant, subject to other applicable provisions of this policy."

Termination of Critical Illness Insurance Benefits

The $10,000 Basic Critical Illness Insurance Benefit terminates at retirement or age 65, whichever occurs first. The Voluntary Critical Illness Insurance Benefit terminates at age 65. Coverage will also terminate as of the date the insurer pays a benefit for a critical illness claim.

Given the increasing probability that a large percentage of teachers throughout the province are likely to develop or sustain one of the 29 critical illness conditions or injuries sometime during their teaching career, the Group Insurance Trustees are very pleased to be able to offer all teachers a certain level of Critical Illness insurance coverage. If you ask yourself the question: Do I know someone who has had a heart attack, or has had a stroke, or has been diagnosed with some form of cancer? You can probably name a family member, a close friend or an acquaintance. If we consider the statistics for critical illnesses and injuries in Canada, it is predicted that 3 out of every 10 "healthy" male adults and 2.7 out of every 10 "healthy" female adults will experience or sustain a critical illness or injury before the age of 65. That's a very staggering statistic. Do you want to take the chance and not be prepared if you become a statistic? The Critical Illness Insurance Benefit will definitely assist you if you're one of the unfortunate individuals who might develop or sustain one of the covered critical illnesses or injuries.

Additional information regarding these two new benefits was forwarded to all schools throughout the province in September and application forms for additional Voluntary Critical Illness Insurance are available by contacting Johnson Inc. at 1-800-563-1528 or on the NLTA website at www.nlta.nl.ca/forms#form_c. If you have any questions or require further information regarding these two new benefits, please contact your Plan Administrator, Johnson Inc. at 1-800-563-1528 or an Administrative Officer in the Benefits and Economic Services Division of the NLTA at 1-800-563-3599 or (709) 726-3223.

Perry Downey is an Administrative Officer in the Benefits and Economic Services Division of the NLTA.

How Can We Cope With Chronic Pain?

by ROSS FLOOD

This article is written from a layperson's perspective, albeit from one who has endured chronic pain from three spinal surgeries and other sports injuries. While the article examines the physical causes of pain, the theme is using alternative methods to cope with chronic pain.

Pain has been scientifically defined as an unpleasant, emotional and sensory experience, associated with actual or potential tissue damage. Pain is the body's method of self-preservation as it tells you when a fall has resulted in an injury. In this way, pain acts as a warning sign to alert you when damage is occurring or may occur to your body. If your body lacks the ability to experience pain, it is a dangerous condition because an injury or illness may go unnoticed.

Pain is generally classified into two main types: acute and chronic. Acute pain gets your attention. Acute pain is usually short-lived and is associated with tissue damage and the pain typically disappears through the course of normal healing. There is a purpose for acute pain and with its short-term nature, psychological reactions usually do not persist.

Chronic pain can continue for longer than six months and patients may endure pain for years and even most of their lives. Pain may result from an injury (back or knee) or ongoing medical condition (arthritis, cancer or shingles). It may also occur for no diagnosable reason. It may hurt all the time or on and off – but it limits everyday functioning and can contribute to other stressors like sleep problems, side effects of medication, reduced capacity for performing work, financial hardships and relationship problems. Often we're asked to rate our pain level on a scale of 0 to 10. However, each person may have his or her own assessment that may not be consistent when describing the pain level to a health care provider. Karen Lee Richards has devised a Pain Scale that rates pain from 0 (pain free) to 10 (unspeakable pain). The Pain Scale can be found at www.healthcentral.com/chronic-pain/coping-403768-5.html and can be used to accurately assess and describe your pain level to health professionals.

Chronic pain is distressing because of its negative influence on a person's life. It affects them in various ways:

- physically – with sensations of discomfort
- emotionally – with feelings of helplessness and hopelessness
- psychologically – with symptoms and episodes of depression
- socially – as they sink into isolation
- occupationally – as work and job tasks become more difficult to complete

Uncertainty may exist as to the cause of the pain and this will often increase anxiety, which in turn increases pain. Emotional issues can clearly accentuate the perception of pain. Once patients have an explanation for their pain and a treatment plan in place, many patients tolerate pain much better. There is a vicious cycle to chronic pain and health problems can lead to increased stress in your life; stress causes muscle tension and muscle tension increases chronic pain. Pain management techniques and strategies can disrupt this stress-tension-pain cycle.

Strategies for Coping with Chronic Pain: Relaxation

Chronic pain is both physically and emotionally stressful, and this physical and mental tension can, in turn, make the pain worse. Planned, purposeful relaxation can help break the pain-stress cycle by lowering heart rate and blood pressure, relaxing tense muscles, reducing anxiety, and giving you a sense of control and well-being. The relaxation referred to here involves learning ways to calm your body and mind.

Tips for Relaxing

- Find a quiet place free of surrounding distractions. Darken the room and take the phone off the hook and shut down cell phones. Dedicate this as time to yourself with no interruptions.
- Playing a tape of soothing music or nature sounds may be helpful, although some relaxation therapists

suggest no background music.
• Sit in a comfortable position on a chair or the floor.
• To be effective, deep breathing, progressive muscle relaxation, guided imagery, meditation, or other relaxation methods should be practised for a minimum of 10-20 minutes on a daily basis.

You'll also want to try relaxation tapes and CDs. Some offer soothing nature sounds and music while others provide spoken words and instructions for you to follow along during your session.

Guided Imagery
Use your imagination to take you to a calm, peaceful place. Take a walk through a country lane, around a mountain lake, or along a pristine beach. Hear the soothing sounds of nature – the sounds of waves rolling on a beach, the rustle of the leaves on the trees. Feel the gentle breeze on your face. This is what guided imagery is all about, and the results can be wonderful. For more on guided imagery, go to: http://health.yahoo.com/health/Alternative_Medicine/Alternative_Therapies/ Guided_Imagery

Exercise
Exercise is an important component to your pain management program. Regular exercise improves your flexibility, your aerobic conditioning, and your muscle strength. It can also serve to help your self-confidence and reduce anxiety and depression. An overall improved fitness level also helps to keep you healthy while also helping to control your pain.

Tips for Starting an Exercise Program
• Be sure to discuss with your doctor what an appropriate level of physical activity is for you. Start slowly. Whenever beginning a new exercise program, start with just a few exercises and slowly add on more.
• Listen to your body while you exercise, and afterwards as well. If you start to have too much pain, stop doing the exercise. Learn to recognize what is an appropriate level of exercise for you. Be careful if exercising with a friend who does not have a chronic pain condition.
• Discuss your exercises and symptoms with your doctor or physical therapist to learn the difference between normal discomfort and too much pain through exercise.

(continued)

Heat and Cold Treatments

Heat and cold treatments are effective for alleviating pain and stiffness due to arthritis. The heat treatments help to relax muscles and can be applied through moist heat (e.g. bath or hydro collator pack) or dry heat methods (heating pad or heat lamp). Cold treatments work by numbing the sore area and reducing inflammation, and are especially good for severe joint pain and swelling.

Managing Your Stress

Stress and fatigue increase pain, so stress management is an important component of pain management. While this includes relaxation strategies such as those discussed above, a complete stress management program means looking at your schedule, planning your day, and setting your priorities. It includes scheduling your "appointments" for taking care of self – having time for activity, but also rest and recovery. It is important to get a good night's sleep for restoring your energy and spirits that enable you to more effectively deal with each day. Look at the activities you can manage each day while learning to say "no" to requests that will overtax you. On vacation travel, determine beforehand what activities, excursions, side trips you would like, restricting them to those that you can physically and emotionally manage.

Tips for Heat & Cold Treatments

Follow the advice of your doctor or physical therapist concerning the use of these treatments.

- Use for the appropriate time limit. Heat and cold treatments should be used only 15-20 minutes at a time.
- Avoid extreme temperatures. Take care to assure that your treatment is not too hot or too cold, and do not use treatments if your skin has open sores or cuts.
- Protect your skin. When using packs, always place a towel between the pack and your skin for protection. After each treatment, check the area and allow your skin to return to room temperature before using another treatment.

Learning to Manage Your Energy

Just as you budget your finances, you can budget your energy. Chronic pain sufferers often find their energy levels can vary daily as well as day-to-day. There is an envelope method used for budgeting in which you place your weekly amounts needed to pay for everyday costs into an appropriately labelled envelope. When your envelope is empty, you've used your allotted money for that week. A similar method for allotting your energy has been developed by Karen Lee Richards and can be found at www.healthcentral.com/chronic-pain/coping-193627-5.html.

Conclusion

Educate yourself. Becoming informed and knowledgeable about your condition and effective pain management strategies is one of the most effective things you can do for yourself. Remember that rarely does one type of treatment or technique meet all your needs. Using multiple treatment approaches to form a comprehensive pain management program can go a long way in producing the best results for coping with pain (The Health Authority). Pain clinics, personal counselling and stress management techniques may be helpful in dealing with the emotional burdens caused by chronic pain. Explore what options work best for you.

Ross Flood is a coordinator with the Employee Assistance Program for Teachers. For confidential assistance contact Ross Flood (ext. 242) or Judy Beranger (ext. 265).

(References for this article can be found at www.nlta.nl.ca)

Physical Education Teaching Excellence Award Winner

The Physical Education Special Interest Council (PESIC) is proud to announce that Mike Butler, a physical education teacher at Frank Roberts Junior High in Conception Bay South, has been awarded the Physical Education Teaching Excellence Award sponsored by Physical and Health Education Canada and Wintergreen Physical Education.

Since transferring to Frank Roberts Junior High School in September 2007, a transformation has occurred. Prior to Mr. Butler's arrival, students routinely came unprepared for gym class, participation rates were low and it was not uncommon to have students sent to the office for uncooperative behaviour. Students routinely spent their gym classes sitting on the stage. The gymnasium was used only during class time and with the exception of team practices, remained empty.

"Since Mr. Butler has been a part of our school community, he has had a profound impact upon my student body, the staff and the school community as a whole," said Gail Butler, principal of Frank Roberts Junior High. "Mike opens the gym for student use prior to the start of the school day, at recess time and during the lunch break. The effect is amazing. Students flock to the gym in abundance. Where once the gym was silent, it is now a vibrant environment – somewhere that students want to be."

Margaret Williams Trust Fund Award Winners

The Trustees of the Margaret Williams Trust Fund are pleased to announce that the trust has presented a joint award for 2010 to Kelly McCarthy in the amount of $500 and Courtney Lundrigan in the amount of $1,000.

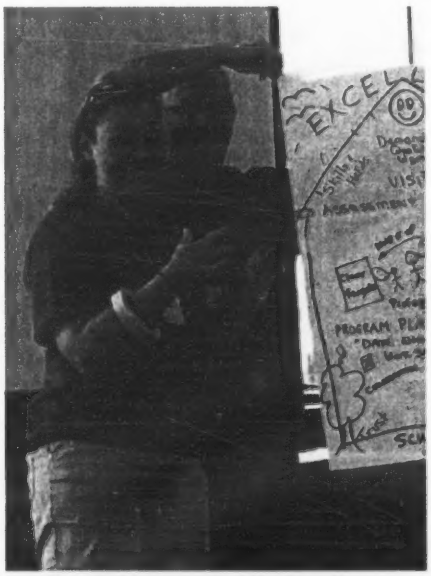
A native of Newfoundland and Labrador, Kelly McCarthy is a Teacher-Librarian at Holy Trinity High School in Torbay. Kelly will attend the Edge Conference this fall where the theme of the conference is e-learning and "the use of technologies in K-12 and post-secondary education". As a Teacher-Librarian, Ms. McCarthy promotes the integration of technologies in the curriculum. Emerging technologies are essential components of modern library research and utilization in today's learning environment.

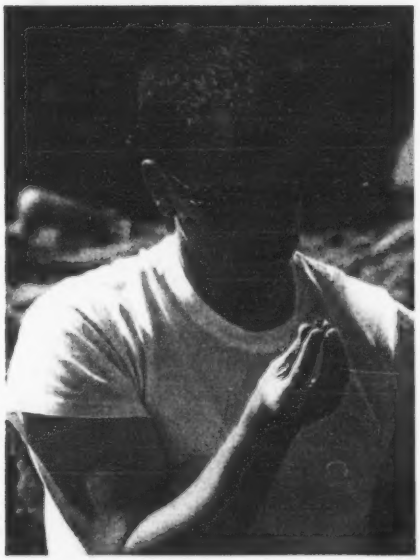
Kelly McCarthy

Courtney Lundrigan has recently completed her Librarian internship at the Health Sciences Library, Memorial University, and is currently attending the University of Western Ontario, London, ON, where she is a candidate for the Masters of Library and Information Science (MLIS) program.

The September Question

As teachers and students return to school the age-old question – some variation on "What did you do on your summer vacation?" will surely be asked in classrooms and playgrounds and staffrooms all over the province. Hopefully there will be lots of stories of camping trips, family time, and adventures to new places meeting new people. And, for many teachers, part of the list would include learning time: university courses, institutes, conferences, etc. The NLTA co-sponsors three events which have become part of our summer tradition. These photos of CONTACT – the Conference on New Techniques and Classroom Teaching, DSS – the Developing Successful Schools Institute, and ONSITE in Gros Morne National Park and the Northern Peninsula, show how some teachers spent part of their summer – organizing, presenting, attending professional development events – all the while learning!





Becoming a Teacher: The Educational Nomad

by BEVERLEY PARK

There is a lot of attention in the educational research literature to the idea of *teacher identity* and to exploring the phenomenon associated with the choice to *become* and then *becoming* a teacher. The concept of teacher identity can thus be summarized in two questions:

1. When do I/did I consider myself a teacher? (i.e. When did I feel that the label of teacher was one I could wear?) and
2. Once I identify myself in that way, Who *am* I as a teacher? What shapes my personal teacher identity?

To the first question, "When does one *become* a teacher?" A few years ago, Memorial University of Newfoundland adopted a new branding and image using the word "Become." It implied that by being at MUN one could become something/someone. I loved the idea and, of course, started to think of it in terms of students in the Faculty of Education who would become teachers.

Recently, I had the opportunity to speak with a group of newly-minted teachers at their orientation, so I put the question to them. "When did you become a teacher?" The variety of answers was intriguing.

Some responded that it was when they applied for, accepted and entered the Faculty of Education. That sealed the deal for them. That's when it was decided what they would become.

Another referenced her convocation day, walking across the stage, having someone officially acknowledge that she had "arrived." This was further confirmed with the NLTA's Ceremony of Induction to the profession in which she stood with other teachers to take a pledge to her profession.

One young man was quite emphatic about his answer. He said that although he had a contract and had taught during the internship, he would finally become a teacher on September 8 when he would stand in front of *his* students. He made it very clear that until he had a group that would say, "My teacher is Mr. __," he didn't feel like a teacher.

The contrast to this was the young woman who said, "I have *always* been a teacher. My mom and dad were teachers, and I cannot remember a time when I thought I'd be anything but (a teacher). I just had to grow up and make it happen for real!"

That feeling of identity with the profession is, I believe, an important step in being a successful teacher. Knowing you want to be a part of it, then pursuing that goal to the point where you are walking across a convocation stage and into a classroom is critical. However, it is but one step. The second question then arises: "Who am I as a teacher?"

When we consider this question, the verb tense changes from "become" to "becoming." Teachers are always works in progress. Whether you are entering the classroom for your first year, your last year, or somewhere in between, you have to be constantly re-inventing yourself. No two groups of students are alike; no two years are alike. Heck! No two days are alike. That is both the joy and the challenge of this profession.

Sometimes a policy change or a curriculum change will force us to reconsider an approach. Sometimes an encounter with a student, a parent or a colleague will cause us to do things differently. It's all about behavioural shifts that must occur as we respond to the circumstances around us. That's what distinguishes our profession from so many others – there is no *one* way of doing what we do. And the best way today for this group may not be the best way tomorrow for another group. We must be, if we are to be the best we can be, flexible and resilient and always and all ways learning. We must always be becoming!

We must be willing to be informed by our past experiences and consider how we must adapt to (hopefully) be better and more effective in the present and the future. This is a process that should go on until our very last day in the classroom.

This process of *becoming* has to be deliberate, especially in the early years. We must consciously stop and take the time to think about what we did

today or yesterday so that we can intentionally decide about what we should do tomorrow. What worked? (Consider why it worked. Do more of that.) What didn't work? (Why not? Think about what you might do differently.) As we practice the profession, this reflective process becomes more natural, but no less important.

Of the two questions around teacher identity, the critical one is not so much when you think you have *become* a teacher, but whether you have bought into the idea that you are always *becoming*.

One of my favourite cartoons is a papa, mama and two kids atop a camel riding through the desert. Dad is saying to the kids, "Stop asking if we're almost there – for crying out loud, we're nomads!"

And so are we!

Beverley Park is Senior Administrative Officer in the Professional Development Division of the NLTA.

Project Overseas – Opportunity of a Lifetime

by GERARD LOWE

We sometimes use the expression "opportunity of a lifetime" to describe something significant that we have done and do not expect to receive a similar opportunity again. During this past summer I was given such an opportunity as part of a team of teachers who travelled to Guyana, South America. For eighteen days I was privileged to live and teach in Port Kaituma, a small community located in a remote region of the South American Rain Forest.

This amazing experience was made possible through Project Overseas (PO), an initiative sponsored by the Canadian Teachers' Federation and supported by the Newfoundland and Labrador Teachers' Association (NLTA). Each year one teacher from our Association is given the privilege of travelling to South America, Africa or the Caribbean to work with local teachers to expand their teaching knowledge while absorbing their culture and gaining valuable professional and personal development.

When we think of third world or developing countries our first thoughts are often of harsh conditions related to lack of proper nutrition or water resources or hardship due to civil unrest. None of those descriptors applies to Guyana. People are well nourished and there is no strife or fear related to any forms of violence. Because Guyana is in the path of the Caribbean islands, it is considered a Caribbean nation. If you have ever vacationed in the Caribbean then you have some understanding of the type of people who live in Guyana. They are a very friendly, open, welcoming group of people who are very kind and considerate of others.

Gerard Lowe (second from left) and Team Guyana pictured with their brothers and sisters from Guyana Teachers Union on Guyana night.

Our mission was to work with local primary, elementary, junior high and high school teachers to enhance their teaching methodologies and knowledge of course content. Each team member was responsible for working with the teachers in a specific subject area. These included Math, Language Arts, Science, Administration and Special Needs. The participants were divided into five groups and spent an hour each day in five separate classrooms working with team members.

It was easily evident early on why the Canadian Teachers' Federation is involved in PO in Guyana. The education levels and ages of their teachers are similar to how they were in Newfoundland and Labrador forty years ago. The average age of the teachers in our classes was somewhere between 22-25 years old. There were some much older experienced teachers but the majority fit into that age category. It is quite common for a student to finish their secondary schooling and then be hired in that same school to teach their peers the following year. I had one student who was eighteen years old and she had just finished her first year of teaching.

Resources at the school we worked in were nearly non-existent. I taught in the area of Science but had zero supplies to work with. There was a room labeled Science Lab but it was wooden tables and a wooden chalk board. I would have liked to bring supplies to assist my teaching, but with a 25 pound limit for the flight from the Guyanese capital of Georgetown to Port Kaituma, that was impossible. My only resource was a three-hole binder full of lesson plans that I had

prepared before I left Corner Brook.

I was lucky enough to find Science textbooks when I arrived. Unfortunately they were for grades six and seven students. I used them as resource materials for diagrams and group work. Students coming out of Port Kaituma Secondary School are having difficulty with post-secondary studies because the academic level they are being taught at is sometimes below university standards.

Port Kaituma has no power grid so the use of computers to aid our teaching was not possible. Generators are the only form of power in the town and the school does not presently have one. My common sense told me that I should not introduce any technology or materials into my teaching that these teachers could not use in their own schools. Our team did treat ourselves to a laminated poster board and dry erase markers to illustrate our curriculum. Local teachers were amazed by this and were asking for us to leave these materials behind once we were finished. Of course we did.

Perhaps my greatest teaching resource at Port Kaituma Secondary School was my co-tutor. Each PO teacher is assigned a teaching partner when in country who shares teaching duties. My co-tutor's name was Mohammed Arjoon. We worked on curriculum together and split teaching time. Mohammed was a very knowledgeable teacher who had great presence in the classroom and an in-depth understanding of the Science curriculum. I am certain that I learned a great deal more from him than he did from me. An added treat that came with working with Mohammed was getting to know his spunky and humorous seven-year-old son Mohammed Junior who accompanied him from his hometown of Mabarumba to Port Kaituma for the two weeks. Little Mohammed and I spent time playing catch while his dad taught.

Working with these teachers was a true joy. They were very interested in acquiring any bits of information that they could transfer to their own classrooms. Questioning was constant and their willingness to risk doing something that they had not tried before was a pleasure to see. It was as much a learning experience for me as it was for them.

A highlight of our time in Guyana was when our team hosted Canada Night. This is a Project Overseas tradition. Our team did skits, told stories, incited group dancing and prepared traditional Canadian cuisine. Cuisine may not be the best descriptor for our cooking, but our hosts certainly enjoyed the crepes, fruit salad, cake and hot chocolate.

Following the success of our Canada Night celebrations, the Guyanese teachers treated us Canadians to Guyana Night. Dancing, singing, recitations, gifts and wonderful food were offered up in our honour. The gratitude of the Guyanese people for our contribution to their school was evident. Our whole team was humbled by their display of affection and appreciation.

Our experience at Port Kaituma was enhanced by the assistance of the Guyana Teachers Union (GTU). Several representatives, including the president, accompanied us to Port Kaituma and ensured that all of our needs were met. They organized local teachers and provided them with resources for note-taking and writing, assisted in the preparation of breakfast, dinner and supper for participants and provided a trainer who offered HIV/AIDS workshops for all participants. In Guyana, the GTU is a leader in the effort to educate Guyanese people about HIV/AIDS.

Besides the wonderful people, there are many things about my Guyana experience that will stay in my memory. Here are just a few things that stand out.

- Trying to stay cool in 35+ degrees of heat on a daily basis that was accompanied by 50-60% humidity was a real challenge. I was in a persistent state of perspiration. It rained at least twice a day, which was a big help, but the noise created by raindrops the size of golf balls hitting the school roof made teaching nearly impossible.
- The "pet" tarantula that lived in a web just outside my classroom.
- Hand washing my clothes and taking rainwater showers.
- The constant hellos from locals and friendly smiles.
- Local cuisine of Pepper Pot and Chocka.
- Roosters crowing at 3:30 am and 4:00 am and 4:30 am, etc.
- The rain forest that looked like a broccoli garden during our flight.

There is so much more I could talk about but these pages could never hold the wonderful information I could provide about my experience. If you are in a position to have a life changing experience, apply for Project Overseas. Getting to work with a team of four other Canadian teachers who are so talented and caring and hold similar values and ideals as you is a wonderful, humbling experience. Meeting amazing new people in a different culture who value your contribution and connect you to the true meaning of being a teacher is professional and personal development that you will never find in a textbook or university course.

Gerard Lowe is a Physical Education/Science Teacher at Corner Brook Regional High.

New Age…New Learner?

by JIM MURPHY

A new year brings new students, new challenges, and new opportunities on how to engage our 21st Century learners in the classroom. As you continue to plan and deliver your programs this year, it is important to revisit your clients and analyze their learning styles so that you can better understand how to engage them. So, what kind of learners do you have seated in front of you this year? How do they learn? And, most importantly, how can you deliver curriculum in manners that will engage them? Obviously, the possibilities are limitless, but we need to reflect on our challenges!

Today's students learn differently. Evidence of this is everywhere. If you are from my generation, then books, encyclopaedias and chalk boards were the fashion, nay, the only choice for the most part. Students now carry more potential power in their smart media devices than our best imaginative efforts could ever have envisioned. iPods, iPhones, smartphones, laptops and other portable devices are what students use to communicate, browse, and access media. They are digital natives. We are not. In the education world, some of us are often playing catch-up, not only with the technologies, but with how students are now learning compared to how we learned in the past. It has changed. So, the question remains: Where can I start?

Start small. If you have school-aged children or you can observe school-aged children beyond your classroom, take the time to analyze how they interact with peers and media. Go to YouTube and watch some videos on "21st Century Learners" and you will also get an idea as to how our students' learning styles have transformed. Text messaging is the language of choice. It is instant and accessible from anywhere. If you text, try texting someone right now. U hav answr yet? Yes? K ttyl. :-) How can we harness this in the classroom?

Students are not going to textbooks to find solutions to problems; they are collaborating in instant messenger services, Googling, or posting in forums. If they are looking for "how to's", they will "YouTube" it and watch the clips. (Interestingly enough, YouTube – 2.6 billion queries in August, 2010 – second only to Google). If they are attempting to solve a problem in a math course, they will collaborate in MSN. It is faster and their ability to assimilate info in this manner is much more sophisticated than ours. It is important to realize that no matter what we throw at students these days, they can likely find the answer. So, when we teach our new learners, we have to consider the opportunities. Do we simply teach them by imparting knowledge, or do we teach them to learn? Finally, take the time to view some of the links provided, or simply take the time to google 21st Century learning and view some of the myriad of research and data available on how the way children learn has evolved.

Enjoy your year, and challenge yourself to engage your learners through ICTs!!!

Jim Murphy is Coordinator of the Virtual Teacher Centre.

For your reference:

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- www.rockyview.ab.ca/home/engaging-21st-century-learners

Media Literacy Week 2010
Exploring Gender Representation In Media

Every young person looks up to and wants to emulate individuals they admire, and often these role models are found in popular media. Whether it's through characters or celebrities that appear on television and in movies, or the bands and artists they listen to, popular media can influence how young people determine their social identities and self image, understand relationships, and develop values.

With this in mind, Media Awareness Network (MNet) and the Canadian Teachers' Federation (CTF) have chosen *Gender and Media* as the theme for Canada's 5th Media Literacy Week – November 1-5, 2010. As co-hosts of the annual event, MNet and the CTF are encouraging teachers, parents, and professionals working with young people to explore issues related to gender representation in media – body image, stereotyping, sexualisation, roles and relationships – as well as how media can be harnessed to provide more realistic and empowering role models for youth.

Every year, during the first week of November, schools, communities and families across Canada participate in activities that raise awareness of the importance of media literacy and digital literacy in the lives of children and youth, and that promote the teaching of these essential skills throughout the year.

MNet and CTF welcome a wide variety of returning and new collaborators for Media Literacy Week 2010, including: Access to Media Education Society, Atwater Library and Computer Centre, Concerned Children's Advertisers, English Montreal School Board, Girls Action Foundation, London Public Library, Manitoba Education, Media Democracy Day, One Day on Earth, Ontario Library Association, Simon Fraser University, and West Island Youth Action. YouTube is back as the week's presenting sponsor for a second year.

There are many ways to become involved in the week, whether through joining in the events taking place across the country or by planning activities of your own.

Need some ideas to get you started?

- Teachers can take advantage of hands-on media production workshops from the National Film Board of Canada, The Director's Cut and Pacific Cinémathèque. For example, in 2009 the Vancouver-based Pacific Cinémathèque hosted workshops for high school students studying social justice. The resulting videos were posted on YouTube to encourage further discussion and comments from the participants' classes and from youth around the globe.
- In recognition of the importance of digital literacy skills for youth, each year the Office of the Privacy Commissioner of Canada invites young people between the ages of 12 and 18 to create their own video public service announcement on the issue of privacy.
- English Montreal School Board organizes a media event where teachers and students from local high schools are invited to participate in panel discussions with local media personalities, who share their thoughts on working in the media industry.
- Secondary schools can book a Canadian film festival through REEL CANADA. This project raises awareness among the high school population of the incredible achievements of Canadian filmmakers past and present, and ultimately enhances young people's appreciation of our national culture.
- The London Public Library hosts public events throughout the week each year that explore popular culture and digital media.

To access a list of events that are taking place across Canada leading up to and during the week, check out the Events Calendar on the Media Literacy Week web site (www.medialiteracyweek.ca). Visit the *Ideas for Activities* section for a list of activities teachers and parents can implement in their classrooms or homes.

Media literacy and digital literacy should be an essential part of all young people's education. Adults – parents, educators and community leaders – have an important role to play in ensuring young people have the critical thinking skills they need to thrive in our global media world. You can help by celebrating national Media Literacy Week this November in your community.

Media Awareness Network (MNet) is a Canadian not-for-profit centre of expertise in media and digital literacy. Its vision is to ensure children and youth possess the necessary critical thinking skills and tools to understand and actively engage with media. MNet's programs are funded by its public and private sector sponsors and partners, who include: CTVglobemedia • Canwest • TELUS • Canadian Internet Registration Authority • National Film Board of Canada • Bell.

Facebook, MySpace, Twitter and Blogs

How to Manage Social Media in Schools

by ERIC M. ROHER

In light of the dramatic changes with respect to social computing, more and more school board employees are choosing to create or participate in a blog, wiki, online social network or other form of online publishing or discussion. These emerging online collaborative platforms are fundamentally changing the way school employees work and engage with each other. Further, these means of communication are shaping how employees interact with members of the school community, personal friends and others.

A major objective of public education is to provide students with the opportunity to realize their potential and develop into highly skilled, knowledgeable, caring citizens who contribute to society. In achieving this goal, schools are inherently a marketplace of ideas. As an organization based on continuous learning and enhanced student achievement, schools recognize the importance of open exchange and learning between school administrators, teachers, students, parents and the world at large.

The rapidly growing phenomenon of user-generated web content – blogging, social web-applications, and networking – are important new arenas for this type of engagement and learning. Online social networking includes existing and emerging networking sites such as Facebook, YouTube, MySpace, MSN and Twitter.

School boards respect the legal rights of their employees to create or participate in a blog, wiki or online social network. In general, what employees do on their own time is their affair. However, activities in and outside of work that affect their school board job performance, the performance of others and/or the rights and privacy of others are the proper focus of school board policy.

The Ontario Provincial Code of Conduct, which was released by the Province's Ministry of Education on October 4, 2007, ("the Code of Conduct"), sets out clear provincial standards of behaviour. These norms apply not only to students, but to all individuals involved in the publicly-funded school system, including teachers and other staff members, whether they are on school property, at school-related events or activities, or in other circumstances that could have an impact on the school climate.

As part of the Code of Conduct, all members of the school community must:

- respect differences in people, their ideas and opinions;
- treat one another with dignity and respect at all times, and especially when there is a disagreement;
- respect and treat others fairly, regardless of, for example, race, ancestry, place of origin, ethnic origin, citizenship, religion, gender, sexual orientation, age or disability; and
- respect the rights of others.

The Provincial Code of Conduct also provides that all members of the school community must not engage in bullying behaviours or engage in hate propaganda and other forms of behaviour motivated by hate or bias.

In this regard, we recommend the responsible involvement and participation of school board employees with respect to networking and social-web based applications.

With respect to responsible use of blogging and online social networking, we suggest the following guidelines:

1. School staff should not use social networking sites as a means to communicate with students. It is inappropriate to have students at "friends" on these sites and any invitations from students to join a social network site should be declined. All communication with current students should be through the usual communication vehicles available through the school (i.e. email, regular mail and course software).
2. In using social networking sites, school staff

should be encouraged to make sure their privacy settings for both content and photos are set. Staff members should carefully screen who can post on their site.

3. All inappropriate references to the school or school personnel, students, parents or any other member of the school community, in computer-related mediums, such as social networking sites, blogging, web pages or e-mail, represents a contravention of board policy.

4. Know and follow the school board's appropriate use of technology policy. The same principles and guidelines that apply for staff regarding the appropriate use of technology will apply to the activities of school staff and members online, including blogs, websites, wikis, user-generated video and audio and social networks.

5. School staff members who have a personal blog or website which indicate that they work at the school, should discuss any potential confiicts of interest with the principal or appropriate school administrator. Similarly, staff members who want to start blogging – and wish to say that they work at the school – should discuss any potential conflicts of interest with the principal or appropriate administrator.

6. Personal blogs and websites should not reveal confidential information about the school, or personal information about its staff, students, parents or other members of the school community. This might include student or staff information, photographs or videos of students or staff, curricular information, financial information, school plans, and school development information. Confidential school information should not be placed on a personal blog without the express consent of the principal or appropriate administrator.

7. Personal blogs and websites should not be used to attack, threaten, or abuse colleagues. Staff members should respect the privacy and the feelings of others.

8. Staff members should ensure that their blogging activity does not interfere with their work commitment.

9. Staff members should be reminded that what they post on their blog or online social networking site, speaks to their character and reputation. Material that staff members post will remain in cyberspace for years and can be viewed by anyone around the world.

10. Staff members should show proper respect for the laws governing copyright and fair use of copyrighted material owned by others. It is generally good blogging practice to link to others work.

Online social networking, blogs and other forms of social discourse are primarily a form of communication among individuals. When the school board or school wishes to communicate publicly, whether to the school community or to the general public, it has well-established means to do so. School board employees should recognize that only those officially designated by the school board or school have the authority to speak on behalf of these organizations.

School boards across Canada are exploring how technology and social computing can empower school board employees as both innovators and global citizens. These emerging online platforms are fundamentally changing the way school employees engage with each other and the world at large. The objective is to achieve responsible involvement and participation with respect to networking and social-based applications. The challenge for school boards involves balancing an employee's right to freedom of expression with the need to ensure a respectful and positive learning and teaching environment.

Eric M. Roher is lawyer at Borden Ladner Gervais, LLP in Toronto, ON. This article, previously titled "A Users Guide to Blogging and Social Networking", was printed in CAPSLE Comments, March 2010, Volume 19, No. 3.

The Extra Mile
A Mini Bio of Colin Fewer

by PHORSHA NOSEWORTHY

A true desire to improve the lives of children is the reason I became a teacher. Although I still love being a classroom teacher after 24 years, there are times throughout the year when the enthusiasm wanes. Inevitably, I find myself bogged down occasionally by the litany of paperwork that is a regular part of being a teacher. The days of May and June are a flurry of activity as I strive to prepare students for upcoming exams, CRTs and the like. Late papers from desperate students, intent on earning a few marks in an attempt to avoid summer school, litter my desk. At these times I dig deep to find inspiration to give me the energy to carry on, especially near the end of the year.

I found that inspiration in our school. Mr. Colin Fewer, our physical education teacher, inspired me to recommit myself to both the professional and personal goals I set at the beginning of the year. Mr. Fewer had just returned from two races in British Columbia. In his first race he placed 10th out of approximately 14,000 national and international competitor racers in Victoria's Times Columnist 10 km race; Mr. Fewer ran a 30.43-minute race with a six second personal best. The second race, also an international field, was the Bank of Montreal half marathon in Vancouver where he placed sixth overall in a time of 67 minutes and 55 seconds.

Colin Fewer

Mr. Fewer has a track record that reflects the spirit of a champion. He has twice represented Canada in both the 2008 World Cross Country Competition in Edinburgh, Scotland and the North American Central American and Caribbean Cross Country Championship in Florida in 2007. Mr. Fewer has also represented Newfoundland and Labrador on several occasions in race distances from 5 km to 21.1 km across Canada. As well, he has won the last six consecutive Tely 10 mile road races in St. John's, NL.

This level of competition requires a commitment to a strict regimen of training. I have watched intently as he trained intensely for these races. Mr. Fewer runs seven days a week, accumulating between 60-90 miles. A week includes one long run of approximately 15 miles and two high intensity speed sessions. His dedication to daily training includes a healthy and nutritious diet, a demanding time commitment and taking leave without pay in order to compete. Why?

He did this for his own personal growth and to maintain a high set of standards he had set for himself. Mr. Fewer thrives on the constant state of self-improvement and enjoys pushing himself to a limit that most people cannot even imagine. His passion for running started as a grade 9 student but he has only become a serious runner in the last five years. He has made many sacrifices to maintain this level of running but believes it is worth it. It is one of the top three priorities in his life, topped only by family and teaching.

Mr. Fewer has managed to find a healthy balance in his life. He takes pride that he is a living example of what he preaches every day to his students – that health and wellness are an important part of life.

I do not know that there could be better role modeling for students. They listen intently as he regales them with stories of the road, stories of beautiful places and stories of great friendships. He impresses upon them the importance of challenging yourself and the strength one builds from meeting those challenges. Mr. Fewer states, "Dreams are not wishes. Dreams don't come true because you want them to. Dreams are a passion that comes from deep inside you, a goal that you commit yourself to and strive and work hard for. It's believing in yourself".

Mr. Fewer has inspired me to challenge myself. I will dig my sleepy joggers out of the closet, blow off the dust and try them on for size. I might just make it around the lake. I have renewed strength, thanks to Mr. Fewer.

Will Mr. Fewer vie for the Olympics? Stay tuned, you never know.

Phorsha Noseworthy is an English teacher at St. Kevin's High School in Goulds.

Personal Highlights:

- 144th (6th Canadian) – World Cross Country Championships, Edinburgh, Scotland, UK.
- 15th (3rd Canadian) – NACAC XC Championships, Clermont, FL, USA (Team Won Bronze Medal)
- 1st place – Tely 10 Mile Road Race, St. John's, NL (6-time Champ 2004-10)
- 14th – Canadian Cross Country Championships, Guelph ON, 2007
- 15th – Canadian Cross Country Championships, Guelph ON, 2009
- 11th – Canadian National Timex 10km Road Race, Ottawa, ON, 2007
- 18th – Canadian Cross Country Championships, Vancouver, BC, 2006
- 10th – Times Colonist 10km, Victoria, BC, 2009
- 6th – Vancouver Half Marathon, Vancouver BC, 2009
- 17th (13th Canadian) – Sun Run 10k, Vancouver, BC, 2007
- 22nd (6th Canadian) – MDS Nordion 10k, Ottawa, ON, 2006

Team Canada:

- 2008 Canadian World Senior Men's Cross Country Team
- 2007 Canadian NACAC Senior Men's Cross Country Team

2009 Results:

- Canadian 1/2 Marathon Championships – 1:09:37 (12th) (8th CAN)
- Mundy Pond 5km RR – 15:18 (1st)
- MDS Nordion International 10km – 31:03 (21st)
- Molson Canadian St. John's [illegible]y 10km – 31:18 (1st)
- Toyota Plaza Mews Timex 8km – 24:08 (1st)
- Tely 10 Mile Road Race – 50:41(1st)
- Turkey Tea 10km Road Race – 30:51 (1st)
- Niagara Falls International 1/2 Marathon – 1:07:41 (6th) (5th CAN)

Personal Best:

• 1/2 Marathon	67:41	18/10/09
• 10 miles	50:11	22/07/07
• 10 km	30:43	25/04/10
• 8 km	23:53	02/07/08
• 5 km	15:02	23/06/07

(Latest statistics available at time of printing.)

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(Latest statistics available at time of printing.)

Kids Eat Smart Clubs

Nourishing the Body So You Can Nourish the Mind

by JULIEANNE ROSS

As you made out the school supply list for your students this fall you may have inadvertently overlooked one crucial item. No, it wasn't a number two pencil, a three ring binder, or a coil notebook; it was a nutritious breakfast. A healthy breakfast is the first step to ensuring that your students are equipped with the tools they need to learn. Unfortunately, many children do not eat breakfast on a regular basis. According to a 2001 study regarding the eating behaviors of school children, published in the *Canadian Journal of Public Health*, 24% of grade 4 students do not eat breakfast on a daily basis and by grade 8 that number increases to over 40% of students not eating breakfast. The reasons children skip breakfast may include a lack of appetite early in the morning, long bus rides to school, lack of access to nutritious foods, or just failing to make time for breakfast. In addition, with an increase of families in which both parents work, children may be left to prepare meals on their own, resulting in poor nutritious choices or skipping a meal altogether.

So why is breakfast so important?

Breakfast can account for one-fourth of a child's recommended dietary allowance of key nutrients. Children that eat breakfast tend to have a higher daily nutrient intake than those who do not eat breakfast, as many children do not make up for these missing nutrients later in the day. Without these important nutrients, many children find it difficult to concentrate on their school work and maintain their energy level. In addition, as its name denotes, breakfast breaks the fast that occurs at night during sleep. If this fast is extended through the morning hours a child's memory and attentiveness is negatively affected, as evidenced in a 1998 study entitled *Fasting and cognition in well- and undernourished schoolchildren*. Skipping breakfast is also a contributing factor to transient hunger, a hunger that occurs occasionally in the short-term and can be eliminated by eating. This type of hunger can often affect a child's behavior, as, according to a 2006 study on the relationship between child nutrition and school outcomes, children are more susceptible to moment-by-moment metabolic changes that affect the performance of their brain.

Students at Twillingate Island Elementary at their Kids Eat Smart Club, April 2010.

What effect does skipping breakfast have in my classroom?

Although physical effects of poor nutrition may not be visible immediately, a child's learning ability is quickly compromised. Students that eat a nutritious breakfast have a better working memory, make fewer errors when problem solving, and are better able to concentrate on the task at hand. Studies have also shown that children who eat breakfast perform better on standardized tests, especially if they eat breakfast at school, closer to test-taking time. However, effects of an inadequate diet can be seen in students long before a test is taken or a problem is solved. Poor nutrition has been known to cause both lethargy and hyperactivity. So that girl with her head on her desk and that boy who is incessantly tapping his pencil may have something in common – a poor diet. Students who experience hunger or have a nutrient deficient diet may also be more susceptible to infections due to decreased immunity, which can lead to increased absenteeism.

How can I ensure my students are eating a healthy breakfast?

Kids Eat Smart Foundation Newfoundland and Labrador provides schools with the tools they need to ensure students are well nourished to be ready to learn. The Foundation supports Kids Eat Smart Clubs – nutritious breakfast, lunch, or snack programs – that are now available to all students from Kindergarten to Grade 12 in 188 schools throughout Newfoundland and Labrador. Kids Eat Smart Clubs also operate at community centres, youth centres, and Boys and Girls Clubs. Having reached the 200th Club landmark last year, Kids Eat Smart Clubs are now accessible in more places than ever before. The Clubs are run by more than 5500 volunteers and follow the School Food Guidelines; ensuring healthy choices are available to everyone. The vision of Kids Eat Smart Foundation is that every school aged child in Newfoundland and Labrador attends school well nourished to be ready to learn and Kids Eat Smart Clubs in every school in Newfoundland and Labrador will help achieve this vision.

How do I start a Kids Eat Smart Club in my school?

Schools interested in starting a Kids Eat Smart Club are provided with a start-up kit that outlines the steps and resources needed to get the Club up and running. The Dietitians and Program Development Coordinators on staff are available to answer any questions and will work with the school to make starting a Kids Eat Smart Club a smooth and efficient process. The Foundation provides financial assistance through various types of grants. In addition to start-up and sustaining grants, the Foundation matches funds raised by the Club. In an effort to ensure that children have access to fruit and vegetables that are essential to their health, the Foundation also supplies fruit and veggie grants. Of course, funding is not the only resource that a Kids Eat Smart Club needs to be successful. Other resources provided by Kids Eat Smart Foundation include: fundraising opportunities, volunteer recruitment assistance, volunteer training, nutrition-related training, and nutrition resources. The support offered by the Foundation will be continued throughout the existence of the Club.

What benefits of running a Kids Eat Smart Club have other schools experienced?

Schools that have Kids Eat Smart Clubs have seen many improvements in both their students and the community as a whole. "We have found a reduction in the number of students who are late…" says Kyran Dwyer, Principal of St. Matthew's Elementary, "…teachers have noticed students who are now visiting the breakfast club are much more settled." The principal of Gander Collegiate, Greg Drover, has noted "a decrease in the number of students leaving school in the morning due to stomach and head pains." Cathy Finn-Pike, Principal of Rennie's River Elementary, has noticed several benefits of running a Kids Eat Smart Club: improved attention and focusing in class, less discipline issues among students, less lateness, greater parent and community involvement, and an increased climate of caring within the school. "I can truly say that I cannot see one negative component of this program," says Ms. Finn-Pike, "as principal, I really feel satisfied knowing that we are doing our part to improve the lives of our students."

Julieanne Foss is Communications Associate and Database Administrator for Kids Eat Smart Foundation NL. If you are interested in starting a Kids Eat Smart Club in your school or you would like more information or resources, please contact the Kids Eat Smart Foundation by calling 1-877-722-1996, email meals@kidseatsmart.ca, or visit www.kidseatsmart.ca.

Kids Eat Smart Foundation Annual Initiatives

Kids Eat Smart Week

This year Kids Eat Smart Week will run from October 18-22, 2010. Kids Eat Smart Week gives the Foundation an opportunity to highlight the messages of good nutrition practices and the importance of health and wellness in Newfoundland and Labrador's youth. Various activities take place during the Week to get schools and the public involved in this worthy cause.

Kids Eat Smart Province-Wide Walk to Breakfast

Kids Eat Smart Week's closing event, Kids Eat Smart Province-Wide Walk to Breakfast is now in its sixth year. Thousands of students, teachers, parents, and community members walk to raise funds and awareness for their Kids Eat Smart Clubs. Promoting the link between education, physical fitness, and good nutrition – Kids Eat Smart Clubs walk in their community, around their school, or in their gym and are treated to a special breakfast by volunteers before their school day begins.

Kids Eat Smart Foundation Gala

The Foundation's signature fundraising event, Kids Eat Smart Foundation Gala, will take place on November 12, 2010 at the Sheraton Hotel Newfoundland. Guests will be transported to the days of Robin Hood with special guest Alan Doyle as they spend An Evening in Sheraton Forest. The evening will include a medieval feast, music, games, and live and silent auctions. All funds raised will go to support Kids Eat Smart Clubs across Newfoundland and Labrador.

Kids Eat Smart Apple Day

During the month of March, Nutrition Month, Kids Eat Smart Clubs celebrate nutrition by highlighting the very symbol of good health in their menu. On Apple Day Clubs are encouraged to serve different varieties of apples in creative ways such as apple yogurt parfaits and apple cinnamon pancakes or muffins.

If you are interested in learning more about any of the events listed here please contact Kids Eat Smart Foundation by calling 1-877-722-1996 or visiting the Foundation's website: www.kidseatsmart.ca.

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Encounters with Canada The Experience of a Lifetime!

by JOE PHILPOTT

Encounters with Canada (EWC) is an exceptional opportunity for young people from across the land to take part in a great Canadian experience in our nation's capital. As Canada's largest and foremost youth forum, young Canadians are introduced to our country's diverse cultures, heritage, institutions, history, leaders and contemporary issues. They are also provided with a unique opportunity to explore potential career options and to open their eyes to their vast personal potential.

For 28 years, 130 teens each week, aged 14 to 17, from different cultures and backgrounds across the country have travelled to the Terry Fox Canadian Youth Centre in Ottawa to form a mini-Canada representation and to enjoy the experience of a lifetime. Within their week-long session, these teens discover their country through each other, learn about Canadian institutions, explore exciting career options, meet famous and accomplished Canadians, develop their leadership skills, and take part in an amazing bilingual adventure.

Participants connect with each other throughout the EWC program, thus strengthening friendships and creating linkages across the country. As they get to know one another, they also develop a strong Canadian identity and an attachment to Canada by enhancing their appreciation of diversity and shared aspects of the Canadian experience. Through the many cultural activities, speakers and presentations, participants discover their common interests, passions and experiences, regardless of where they live.

"I got the chance to expand my knowledge of Canada's culture and heritage, while having the time of my life and making every moment one I wish would last forever," said Kristen from Alberta.

The program

Students gain "hands-on" experience through participation in group discussions, simulations, multimedia presentations, unique visits, cultural events and workshops. Throughout their week they enjoy a multitude of activities, including a trip to Parliament, a tour of the National Capital Region, and a visit to the Canadian Museum of Civilization.

Students also have a choice of following one of 12 career-oriented themes offered at various times over a 26-week period, including: International Affairs, Arts and Culture, Politics in Canada, Journalism and Communication, Vimy: Canada's Coming of Age, Law, Ecology and Environment, RCMP, Science and Technology, Canada Remembers, Medicine and Health, and Sports and Fitness. Recognized experts in these fields speak, conduct workshops, and run specialized activities, sharing their knowledge and experience with the participants.

The team

Each week, a team of six teacher-monitors facilitates the daily activities, which have been developed by Encounters' professional staff. These volunteers are educators on loan to the program from school boards across the country. Every year, over 300 of these volunteers work with our students, giving them an out-of-classroom learning experience like no other! The Newfoundland and Labrador Department of Education provides substitute time so that 10 teachers can attend EWC as monitors for the program for 10 weeks during the school year. Teachers interested should apply as soon as possible.

The selection process & participation fees

Students usually find out about the Encounters' program through various publicity vehicles and through school representatives (counsellors, teachers, principals). If they decide to attend, they communicate with their school representative, who provides them with an access code to register online on the EWC website: www.encounters-rencontres.ca. Once they do so, their application forms must then be signed by their parents and school representatives, verifying that they have permission to attend the EWC pro-

gram. The form is then sent to a regional coordinator, who ensures that all necessary documentation is included and then forwards it to the Encounters with Canada offices in Ottawa. Applications are then sorted and weeks assigned to participants, according to their theme preference and availability.

The fee for participants is $625 for the week, which includes the cost of accommodations, meals, local transportation and programming. Travel costs to and from Ottawa are paid for by Exchanges Canada, a program of Canadian Heritage. The Newfoundland and Labrador Department of Education supplies $100 grants to the first 216 students who apply, reducing their fee to $525. To ensure that registration fees do not constitute a barrier to the participation of young students, Encounters has secured partnerships with organizations and Ministries of Education for grants and donations to help subsidize a portion of the registration fee. EWC also provides students with tools to help in their own fundraising efforts and to encourage service clubs to sponsor them to attend the program. In addition to this funding, the Encounters with Canada Support Foundation, EWC's newest partner, will be assisting some future participants.

Students wishing to participate in the EWC program must meet certain criteria:

- Be 14-17 years of age at the time they attend the program
- Be a Canadian citizen or landed immigrant
- Be enrolled in an educational institution recognized by the Ministry of Education in their province or territory
- Obtain an authorization from their parents or guardian
- Obtain a recommendation from their school

A place to keep in touch

After participants finish their week at the Terry Fox Centre, they can become members of the EWC Alumni Community – to date, some 84,000 strong. Here they can relive their EWC experience all over again – by reconnecting with old friends, sharing news and photos, reminiscing, joining groups or creating their own, taking part in alumni events and catching up on EWC news.

Joe Philpott is the Provincial President of Encounters with Canada in NL. To find out more about the Encounters with Canada program, visit www.encounters-rencontres.ca or call 1-800-361-0419. Interested participants can also contact Joe Philpott for details, Tel: 709-651-3573 or joe.philpott@nf.sympatico.ca.

Calendar

NLCPA FALL CONFERENCE & AGM 2010

October 20-22, 2010

Capital Hotel, St. John's. The NLCPA is pleased to announced its keynote speaker, Dr. Linda Metcalf, presenting a two-day workshop on solution-focused schools/ solution-focused counseling. Check out Dr. Metcalf's website (www.metcalf-counsulting.org). This workshop will be of interest to counsellors, psychologists, administrators, classroom teachers, instructional support teachers and community professionals. For further information and to attain a registration form visit: www.nlta.nl.ca (Click Professional Development Opportunities); www.myvtc.ca/sites/nlcpa or contact: Trent Langdon, NLCPA President, Tel: 709-368-0189, trentlangdon@esdnl.ca or George Tucker, NLTA, Tel: 709-726-3223 or 1-800-563-3599, ext. 245, gtucker@nlta.nl.ca.

NLEE 2ND ANNUAL PROVINCIAL WORKSHOP

November 18-20, 2010

Pinetree Lodge, Traytown

Are you a teacher who incorporates outdoor or enviromental education into your teaching? Join with teachers and other environmental educators from across the province at the Newfoundland and Labrador Environmental Educators (NLEE) 2nd Annual Provincial Workshop. For more information or inquiries about limited substitute time, contact Denise at vice-chair@nlee.ca or 368-4689 (evening).

COSS WORKSHOP: BARBARA COLOROSO LECTURES

October 7, 2011

COSS proudly presents international bestselling author and speaker Barbara Coloroso. She will be presenting two lectures: "Just Because It's Not Wrong Doesn't Make It Right: Teaching Students to Think and Act Ethically" and "The Bully, the Bullied, and the Bystander." Registration opens April 1, 2011. Workshop information will be posted on the NLTA website (www.nlta.nl.ca) by December 1, 2010. For more information contact Keith Adey (709) 489-6481 or keithadey@nf.sympatico.ca

Dates to Remember

OCTOBER 2010

Oct 14-15	Pre-Retirement Seminar, Gander
Oct 15-16	School Rep Seminar, Gander
Oct 21	**Deadline:** PD Fund applications
Oct 21-22	Pre-Retirement Seminar, Stephenville
Oct 22-23	School Rep Seminar, Goose Bay
Oct 28-29	Pre-Retirement Seminar, Grand Falls-Windsor
Oct 29-30	School Rep Seminar, St. John's

NOVEMBER 2010

Nov 4-5	Pre-Retirement Seminar, Corner Brook
Nov 7	**Deadline:** Project Overseas Applications
Nov 15	**Department Deadline:** Teacher Exchange applications to Australia, Britain and USA.
Nov 18	**Deadline:** PD Fund applications
Nov 25	NLTA Executive Meeting
Nov 26-27	Joint Council Meeting

DECEMBER 2010

Dec 2-3	Pre-Retirement Seminar, St. John's
Dec 8	**Deadline:** Nominations for offices of President and Vice-President must be postmarked by this date for inclusion in Convention issue of *The Bulletin*
Dec 15	**Department Deadline:** Teacher Exchange applications to Ontario
Dec 16	**Deadline:** PD Fund applications
Dec 16-17	Pre-Retirement Seminar, St. John's
Dec 31	**Deadline:** 2011 Christmas Card Contest entries

NLTA Members Only Website/ Membership Cards

Have you received:
your user name and password?
your NLTA membership card?

If you are a new teacher or have not yet received your user name and password, please click **"First Time Registration"** on the main page of the NLTA website at **www.nlta.nl.ca.**

In order to receive your new NLTA membership card go to **www.nlta.nl.ca** and click on the new membership card icon.

Important Notice for New Teachers

New Teacher Kits

If you HAVE NOT yet received your NLTA New Teacher Kit, please contact:

Susan Cardoulis
Newfoundland & Labrador Teachers' Association

3 Kenmount Road,
St. John's, NL
A1B 1W1
Tel: 726-3223, ext. 245 or 1-800-563-3599 (toll free)
scardoulis@nlta.nl.ca